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ABSTRACT

This booklet offers information and statistics designed to increase understanding of California's 107-member community college system. First, information is provided on system governance, including the roles of local boards of trustees and the State Board of Governors and the legislation guiding community college operations. Next, financial data are provided on appropriations, revenue sources, unit costs, and support formulas. After a section on the community colleges' programs of instruction, which focuses on credit courses, vocational education programs, and community services, the booklet presents figures reflecting the demographics of the community college student population. Next, special categorical services for students are highlighted, including Extended Opportunity Programs and Services, financial aid, and services for the handicapped. The following section offers information on the characteristics of the 45,600 faculty members employed by the system. The booklet concludes with information on community college facilities, citing their replacement value, sources of funding for capital outlay projects, facility uses, and the increasing backlog of essential repairs. (AYC)

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BOARD OF GOVERNORS
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

Stats and Facts -
The California Community Colleges in 1982

It is axiomatic that society benefits from a well-educated citizenry. Just as grade school was once accepted as the minimal necessary level of education, some postsecondary education is now needed for citizens to function optimally in our increasingly complex society. California's 107 community colleges embody the ideal that every person, regardless of age, sex, race or wealth, should have access to postsecondary education opportunities.

As the state's economy is reliant on the availability of trained labor, the availability of a college education remains important, even though government revenues are now limited. Three times more is spent in federal, state and local money on welfare assistance in California than is spent on California community colleges. Yet these two-year colleges provide many of the skills which train people for employment -- even targeting AFDC recipients in one program -- thereby reducing reliance on public assistance.

The community colleges have evolved from extensions of high schools providing convenience but few college courses, to junior colleges with emphasis on transfer and vocational education courses, to comprehensive community centers, offering broad educational opportunities to meet contemporary local needs. We hope that "Stats and Facts" will help increase understanding of this unique system of higher education.

GOVERNANCE

- There are 70 community college districts in California, incorporating virtually all of the state's territory and population. These districts are governed by locally-elected boards of trustees, usually comprised of five or seven members. Since 1977, state law has required the selection of a nonvoting student board member.

- The local boards exercise their greatest authority in personnel matters, the adoption of a budget, and the determination of the district's educational program. They select the district's chancellors (or superintendents), college presidents, other administrators and faculty. The boards also set salaries and approve specific offerings.

- Districts vary in size from the Palo Verde Community College District in Blythe, with 702 students and a General Fund of $1.3 million in 1981-82 to the Los Angeles Community College District, with 133,000 students and a total General Fund budget of over $128 million.

- The State Board of Governors is comprised of fifteen members appointed by the Governor to four-year terms (except for a student member, who has full voting rights but serves a one year term).

- The State Board was created by legislation in 1968, along with the State Chancellor's Office, its operational arm. Until then, the junior colleges were under the purview of the State Board of Education.

- The Education Code directs the Board of Governors to "provide leadership and direction in the continuing development of community colleges..." maintain local autonomy, establish minimum standards and carry out numerous regulatory and compliance functions.

- The Board of Governors selects the State Chancellor, who supervises a staff of approximately 127 General Funded state employees. Another fifteen employees process teaching credential applications, and are funded from application fee revenues. The present Chancellor, Gerald Hayward, is the third to serve in the position. He was appointed in 1980 after ten years as Consultant to the State Senate Education and Finance Committees, respectively.

- The 107 California community colleges are guided by a combination of:

  1) State statutes in the Education Code (Sections 71000 - 88263) enacted by the Legislature;

  2) State regulations in the California Administrative Code (Part 6, Title 5) adopted by the Board of Governors;

  3) Policies adopted by local district governing boards, superintendents/chancellors and college presidents; and

  4) Federal statutes and regulations.

Over 40,000 refugees--like these students learning English as a Second Language--attend California community colleges.

FINANCE

- For fiscal year 1981-82 the state appropriated a total of $1.04 billion to the 70 community college districts, and an additional $411 million in local property tax revenue, for total state and local revenue of $1.451 billion for general operations support. Another $140 million is expected in federal funds, student fees, and tuition from nonresidents.

- The annual budget bill appropriates the state allocation to community college districts. The Education Code specifies how the money is to be apportioned to each district, based on prior year revenue, changes in student workload and adjustments for inflation and equalization.

- Prior to the passage of Proposition 13 in 1978, the community colleges received about 55% of their general operating revenue from local property taxes, 40% from the state and 5% in federal money. By 1982, those percentages had changed to 25% local, 70% state and 5% federal.

- From 1977-78 to 1981-82, community college cumulative change in real buying power per unit of ADA declined by 27.5%. In other words, because revenues to the community colleges failed to keep up with increases in inflation and enrollments, their budgets in 1981-82 had only 72.5% of their value five years earlier.

An important concept of community college finance is "cost averaging," whereby each community college district pays for both low and high cost courses with the same revenue per ADA. In other words, there is no state effort to ascertain the actual cost of each individual course, and fund it accordingly. For example, a district receiving $1,900 per unit of ADA can offer a chemistry lab costing $2,500 per unit of ADA because of the lower cost of a political science class.

- The community college finance laws have been changed periodically since the passage of Proposition 13 in 1978. The current laws, (AB 1626 and 1369) authored by Assemblywoman Teresa Hughes

(D-LA) were enacted in 1981 and are scheduled to expire on July 1, 1983. New features of these laws include eliminating state support for certain low-priority noncredit classes, requiring the State Chancellor's Office to inventory all community college courses, and limiting an increase in hours taught by part-time instructors.

- The average revenue per unit of average daily attendance is estimated at $1,946 for the 1981-82 fiscal year. The range is from approximately $1,650 for the San Diego CCD to $4,650 for the West Kern CCD. The state seeks to equalize district revenues per unit of ADA by adjusting the annual cost of living increases it provides.

- In 1980-81, the state appropriation to the community colleges was insufficient for the growth in enrollment, resulting in a deficit of $50.6 million. The state was unable to augment the community college appropriation. Therefore, districts had to absorb the increase in enrollment without sufficient revenue for such "growth."

AB 1369 specified that for 1981-82, the community colleges may receive state support for a 2.5% increase in ADA (which was distributed differentially by the State Chancellor to districts based on their respective changes in adult population and increase in refugee attendance). It also called for a 5% cost of living adjustment (COLA).

For 1982-83, a 5% COLA was also specified. However, it appears that the full 5% will not be appropriated due to the state's revenue shortfall.

The difference between available district monies and expenditures in a fiscal year, known as ending balances, vary from district to district. Some districts have no reserves with which to meet unanticipated expenses, while others have high ending balances as a percentage of their total operating budget. Much of these amounts has been committed by local boards for specific purposes, such as cash flow needs, capital outlay, lease agreements, energy conservation, instructional innovations and deferred maintenance.

PROGRAMS OF INSTRUCTION

- The curriculum of the California community colleges is composed of over 97,000 credit courses, 13,000 noncredit courses, and 6,000 community service classes. All courses and classes offered by districts must conform to the minimum standards adopted by the State Board of Governors.

- Similar subject matter may be offered as credit or noncredit courses or community service classes depending upon its purpose, the students to whom it is offered, the academic rigor of the subject matter, and the method by which student learning is evaluated. The local board of trustees decides whether a course is offered for credit on academic criteria within the context of State law.

Credit courses are normally organized into educational programs ("majors") consisting of at least eighteen units of related subject matter.

- According to the Course Classification System, the statewide inventory of community college courses, approximately 87 percent of the credit workload is devoted to transfer and occupational courses, and 10.3 percent of the total workload was noncredit.

- Fifty-two percent of all community college courses transfer to four-year colleges and thirty-five percent, as measured by Student Contact Hours, are vocational courses (which are eligible for partial funding under the Federal Vocational Education Act).

- Vocational education provides students the opportunities to acquire job-related skills for their chosen careers, and helps them make career choices, develop job skills, and attain economic independence.

Vocational education programs vary from high technology such as electronics microscopy and laser technology to the more traditional, such as agriculture, home economics and business.

Although almost three-quarters of all community college students are enrolled in a vocational education course; two-fifths are classified as vocational education students by the federal government.

- Community services classes, the great majority of which are offered for fees at no cost to the state, cover a very wide range of topics including cardio-pulmonary resuscitation, traffic school, foreign languages for travelers, avocational pursuits, crafts, and various forms of recreation. District revenues from such course fees have increased five-fold since Proposition 13.

At Moorpark College, agriculture students learn modern farming methods.

STUDENTS

Enrollments in the California community colleges reflect the demographics of California's population.

- More than half the students are women. Approximately 11% are classified as Hispanics, 8% Black, 6% Asian and Pacific Islanders, and 1% American Indian.

- Two-thirds of community college students are self-supporting Three-quarters are employed, and a fourth are employed full-time.

Community college students generally differ from UC and CSU in several characteristics, including:

-- financially independent status (federal standards)

CCC	55.5%
UC	29.0%
CSU	42.7%

-- parental income

CCC	$17,895
UC	28,990
CSU	24,439

-- age

CCC	29.0 years
UC	23.5 "
CSU	26.4 "

-- married

CCC	29.1%
UC	12.5%
CSU	24.1%

- Generally, students may enroll in the district in which they live, although interdistrict attendance agreements commonly allow students to enroll in other districts for courses unavailable at colleges in their "home" district.

- In 1980-81, community college students paid over $19 million in fees for health services, parking, classes, and other purposes.

Transfer Students

- Approximately 36% of community college students surveyed cited job training as their primary reason for attendance, while 30% stated their intent to transfer to a four-year college.

- During the past decade, the number of community college students transferring each year to UC and CSU increased from 48,700 in 1969-70 to 60,700 in 1975-76, then declined to 51,900 by 1979-80.

- This decline in transfers of the past half decade appears to be related to the decline in full-time and day (as opposed to evening) enrollment. The latter trend resulted from a gradual decrease in high school enrollments since 1974, and an improved economy with a preference for job oriented, as opposed to general, education.

- During the next decade, the number of California community college students who are potential "transfers" is likely to further decline due to a projected decline in the number of younger adults enrolling.

- Of every ten community college students who transfer to a four-year institution, approximately
  - one transfers to the University of California
  - six transfer to the California State Universities
  - one transfers to private colleges in California, and
  - two transfer to out-of-state colleges.

- Each year, more students "transfer" from the University of California to California community colleges than the reverse (10,200 to 5,600 in 1979-80). The number of "reverse transfers" from CSU to community colleges is substantial (23,300 in 1979-80), but it is less than the number who transfer from California community colleges to CSU (46,300 in 1979-80).

Dental assisting is a vocational education certificate program offered at many community colleges.

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SPECIAL CATEGORICAL SERVICES FOR STUDENTS

Extended Opportunity Programs and Services

- The Extended Opportunity Programs and Services (EOPS) were established by state legislation in 1969 to help people with economic, cultural or language disadvantages. EOPS are available only to full-time, low-income students making satisfactory progress.

- Available services include outreach, counseling, tutoring, instruction, and direct financial aid.

- Of all EOPS students, nearly one-third are white, one-third Black and one-third Hispanic. Two-thirds are women.

- Some 68,000 students are served at a total cost of $24 million and an average cost of $350 per student.

- EOPS students have an overall GPA comparable to that of non-EOPS students.

Financial Aid

- Approximately 111,000 California community college students received $95 million in federal, state and local student financial aid (excluding the Guaranteed Student Loan Program - GSL) in 1980-81. The average award was $855. Federal student financial aid declined in 1981-82, with the exception of the GSL program, which increased dramatically.

Handicapped

- Over 49,000 community college students are physically, communicatively, developmentally or learning disabled. Special instructional and supportive services, including wheelchair repair and loan for the physically limited, readers for the

visually impaired, specialized instructional techniques for the communicatively disabled, remediation of identified deficiencies for the learning disabled, and adaptive living courses to "mainstream" the developmentally disabled (mentally retarded/limited learning potential), are available.

- The annual direct cost to districts of categorical handicapped programs exceeds $18 million. Another $17 million is contributed from other federal, state and local sources.

- Since 1977, over $25 million has been spent by the state and local districts to make existing community college facilities accessible to the physically-limited, new structures are now designed and built to accommodate people with disabilities.

FACULTY

- During the Spring of 1981, there were approximately 45,600 individual faculty employed by California Community College Districts.

- State law requires districts to spend not less than 50% of their total operating budgets on instructor's salaries.

- A community college teaching credential is required by state law for community college instructors of credit and noncredit classes eligible for state apportionment.

- Of the full-time faculty, more than 69% are male, 88% white, 5% Black, and 4% Hispanic.

- Three in ten are full-time instructors, spending an average of 16.2 regular and overload hours each week in class. (Office hours, departmental meetings and related work are not counted here).

- Sixty percent of community college class hours (Weekly Faculty Contact Hours WFCH) are taught by full-time faculty as part of their regular assignment.

Part-time faculty teach 34% of the WFCH. The remaining 6% are overload hours taught by full-time faculty.

- Seven of every ten faculty teach part-time. Their median weekly hours of class instruction are 3.8.

- A 1981 law (AB 1626, Hughes) limits the total number of WFCH of part-time instructors to not more than the percent taught in the 1980-81 base years. This law, which is in effect for 1981-82 and 1982-83, exempts districts with less than 28% part-time WFCH in 1981-82.

- Full-time faculty were paid a mean salary of $28,800 for the 1980-81 academic year. Stipends and teaching overload increased this mean to $30,700. Fringe benefits are valued at an additional average of $4,500.

- Part-time faculty were paid an average of $20 per class hour in 1980-81.

- Forty percent of full-time and 80% of part-time faculty have more than one job.

- The median number of years of employment with the present district reported by full-time faculty is 11.3 year.

FACILITIES

- The replacement value of California community college facilities is approximately $5 billion. The state inventory indicates some 3,500 structures with 60,000 rooms and over 42 million square feet of space.

- These facilities were authorized and financed under different authorities over several decades since World War II. The oldest were built by K-14 school districts prior to the creation of separate community college districts. Nearly half of the community college structures were built with local funds prior to the first state facilities aid. Buildings were constructed and equipped on a "pay as you go" basis or with local bond acts. Property tax overrides for capital outlay were a common financing method.

- The state began assisting community college districts with their capital outlay needs in 1965, initially with state bond acts. State facilities funds are now appropriated from the Capital Outlay Fund for Public Higher Education (COFPHE) from tidelands oil revenue to districts unable to pay the complete costs by themselves.

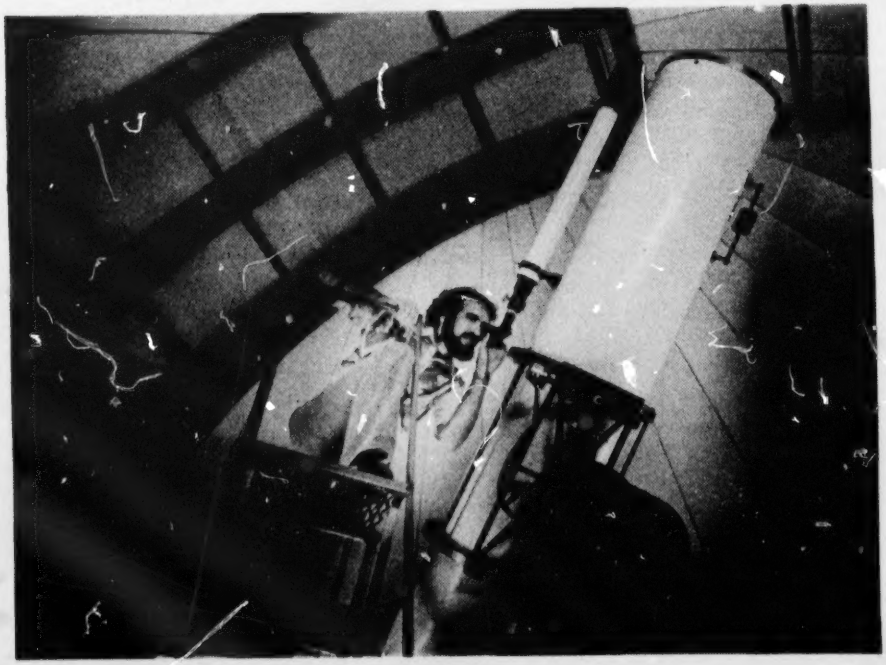
- The value of community college facilities financed with private contributions is probably substantial. Minolta Planetarium at DeAnza College, the Japanese Cultural Center at Foothill College, the child care facility at College of San Mateo, and the 1984 Olympic games training track and field at Los Angeles Southwest College are examples of privately-funded facilities.

- During 1980-81 and 1981-82, the Legislature appropriated an average of $6.5 million to community college districts for priority capital outlay projects ranked by the State Board of Governors and the Chancellor's Office.

Although the State now funds community college facilities from the same source for UC and CSU (COFPHE), community college facilities funding differs in that the state it does not generally provide 100% of a project's cost, nor has it appropriated money to the community colleges for equipment replacement, deferred maintenance, or energy conservation from the Energy Resources Fund.

- Many community colleges make their facilities available without charge or at cost for a wide variety of community-oriented purposes, such as cultural and recreational activities and short-term community service classes.

- Because most districts have postponed necessary facility maintenance, there is an increasing backlog of essential repairs and deferred maintenance, such as repairing or replacing leaky roofs, utility lines, boilers, mechanical and electrical systems. The cost of such work is estimated at some $65 million over the next five years. In 1981, the Legislature enacted SB 841 (Alquist), establishing conditions under which the Legislature may partially fund community college deferred maintenance projects.



As a community service, Sacramento City College regularly opens its observatory to the public without charge for star gazing.